DOCUMENT RESUME

ED 098 216 SP 008 577

TITLE	REDESIGN.
INSTITUTION	Syracuse Univ., N.Y. School of Education.
PUB DATE	74
NOTE	56p.; Available only in microfiche due to quality of original copy
EDRS PRICE	MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	*Individualized Programs; Inservice Teacher Education; *Performance Based Teacher Education; Preservice Education; *Teacher Centers; *Teaching Skills; *Teaching Techniques
IDENTIFIERS	*Distinguished Achievement Awards Entry

ABSTRACT

This paper describes a program to completely redesign teacher education at Syracuse University into a program that is personalized, systemic, self-paced, modularized, diagnostic, competence oriented, multimodal, regenerative, comprehensive, criterion referenced, and field centered. The program includes five major components. The first component is a personalized orientation-entry whereby students enter the program only after consideration of the career options and individual goals. The second component is a systematic personalized data profiling and tracking system. The third component is planning a program that is consistent with the specific goals, values, and personality of the individual. The fourth is a training and development component that includes the following phases: (a) the development of a repertoire of basic skills, concepts, and affective dispositions; (b) functional clusters of basic enablers; and (c) the development of a repertoire of teaching strategies that focuses on the task of organizing basic enablers and/or clusters for specific intended outcomes. The fifth component is a teaching center designed to serve the university by providing personalized training and development for graduates and undergraduate university students and to deliver on-site, cost-free graduate education and inservice education to center staff. (Author)

75
to
NIOM
2 10 74

REDESIGN

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

-- COMPREHENSIVE

-- PERSONALIZED

-- CRITERION-REFERENCED

-- COMPETENCE-ORIENTED

-- FIELD CENTERED

BEST COPY AVAILABLE

SYRACUSE UNIVERSITY
SUOS CULTORES SCIENTIA CORONAT
FOUNDED A·D·1870

BEST COPY AVAILABLE

SYRACUSE UNIVERSITY

SCHOOL of EDUCATION

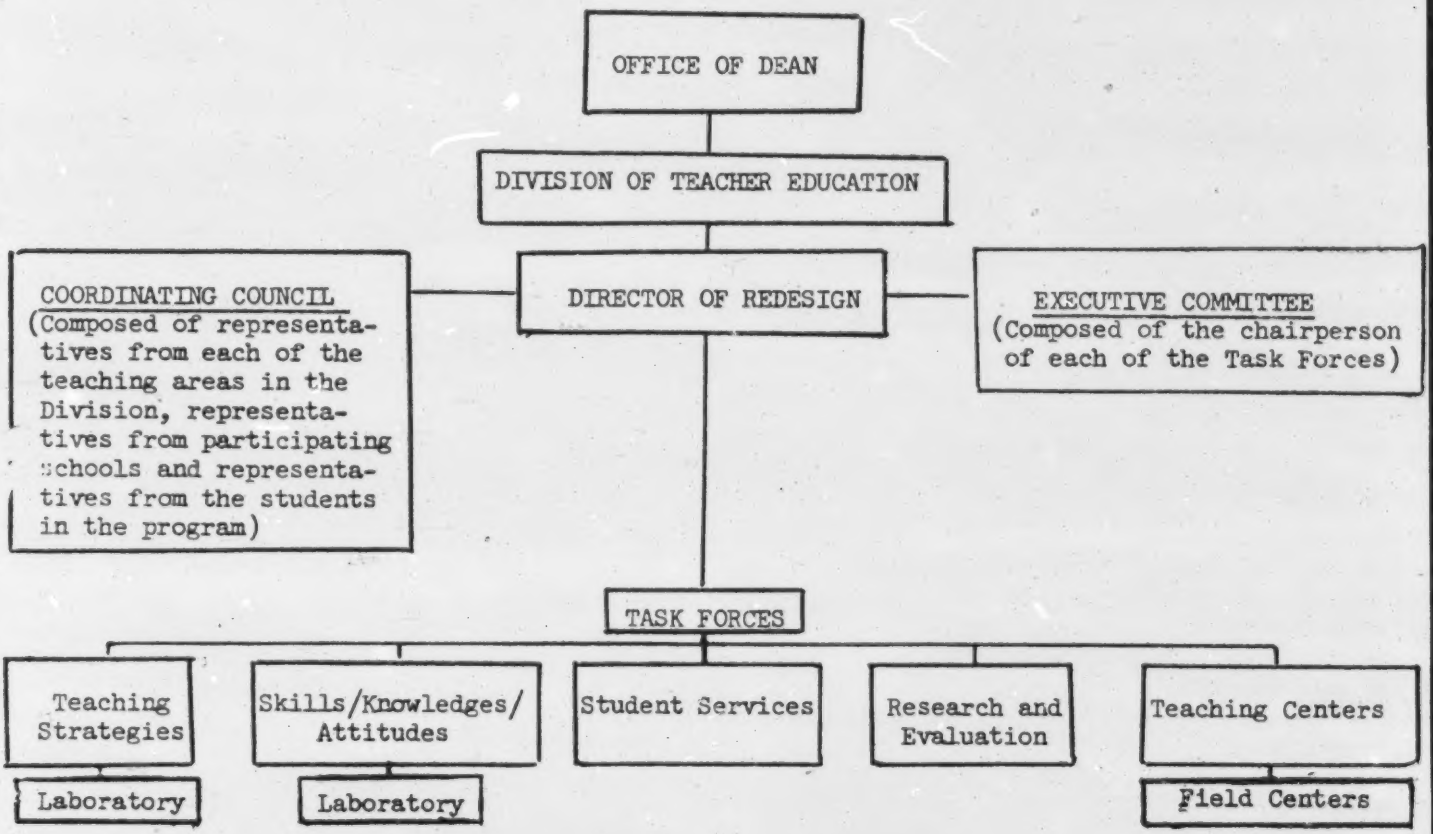
DIVISION of TEACHER EDUCATION

Dr. David R. Krathwhol, Dean

Dr. James F. Collins, Assistant Dean

SP015 544

During the following year, 1972-73, planning for development and implementation went forward. A full-time director was appointed and several ad-hoc committees and task forces were created. A rather simple governance structure was developed which when placed in the context of the existing structure, looked like this:


OFFICE OF DEAN
DIVISION OF TEACHER EDUCATION
COORDINATING COUNCIL
(Composed of representatives from each of the teaching areas in the Division, representatives from participating schools and representatives from the students in the program)
DIRECTOR OF REDESIGN
EXECUTIVE COMMITTEE
(Composed of the chairperson of each of the Task Forces)
TASK FORCES
Teaching Strategies
Laboratory
Skills/Knowledges/ Attitudes
Laboratory
Student Services
Research and Evaluation
Teaching Centers
Field Centers

During the 1973-74 year considerable time and effort were expended in conceptualizing the various components as well as beginning pilot implementation efforts in elementary education, teacher centers, and personalized orientation and entry programs. The Syracuse Teacher Corps Project was extremely helpful in being on the vanguard of innovative, pilot efforts as well.

REDESIGN

Redesign had its beginning with an off-campus meeting of the staff of the Division of Teacher Education at Syracuse University in the Spring of 1971. At this meeting the primary focus was on the question of whether or not we as a faculty were satisfied with the status quo - and depending on the answer to that question, what we wished to do about it.

HISTORY AND DEVELOPMENT

As a result of this meeting a committee was constituted to study the question in depth and to report back to the Division faculty during the 1971-72 Academic Year. This committee met every Wednesday morning during that year and finally presented a report that was unanimously accepted by the Division.

The report called for the development of a program that was unique in design and scope. In essence, it called for a rather eclectic program that would be:

a) Humanistic - responsive to individual needs and goals.
b) Systemic in design and implementation.
c) Individually guided and self-paced.
d) Diagnostic.
e) Modularized to the extent desirable and feasible.
f) Field -(as well as campus) centered
g) Competence-oriented
h) Criterion referenced (knowledge, performance and product criteria)
i) Multi-modal in delivery.
j) Continuous - pre-service and inservice in scope.
k) Comprehensive - elementary, secondary, special, urban, suburban, undergraduate, graduate.
l) Regenerative - data compliant - self-correcting
m) Public - goals made explicit and known in advance by client.
n) Personalized - each student would "exit" from the program with a personalized professional repertoire of Teaching strategies - consistent with the goals, values and personality of the individual.

Formal implementation began in the Fall of 1974 with the elementary programs (including Teacher Corps), the general teacher education programs and certain secondary programs (i.e. music and distributive education) spearheading the movement. The other programs will phase in over the next two to three years.

PROGRAM - OVERVIEW

The Syracuse Redesign program embraces and in fact integrates a number of programmatic and organizational innovations in such a way as to produce a comprehensive, personalized, competence-oriented criterion-referenced program for both preservice and inservice teachers. It is modularized to the extent desirable and feasible. It offers many alternative routes to program completion and is equally field and campus centered. Based on the assumption that a person ought to be judged by what he can do or accomplish with students as well as what he knows, this program places importance on developing teachers who are students of human behavior, who are effective decision-makers, and who can demonstrate a wide range (repertoire) of teaching strategies.

The students are free to move as rapidly as they are able or as slow as they must. They have close, consistent advisement, career counseling and personalized programming throughout. While there may be, and most frequently are, many commonalities between the programs of any two students, there need not be.

Students are introduced to Redesign through the Orientation-Entry Component. This phase of the program serves to orient the student to a wide range of alternative careers within the teaching profession and to help him or her to become more self-enabling. The decision to enter or not enter the program is made after a long

thoughtful process including a series of counseling and career advisement sessions. A comprehensive profile of pertinent information is begun here and continues throughout the student's program. It is here that the general specifications of a program are written in line with the individual's needs and career goals. To assist with these functions as well as to facilitate the continuous professional growth of the individual, the Office of Educational Services was created with responsibilities for admission, career counseling, record keeping and data management, program planning, field experiences, and job placement.

Once the decision has been made to enter the program - serious program planning begins. It is here that the student's regular advisor is determined, specific program completion expectations, in the form of clear criterion-referenced, measurable, goals for an individual are mapped out and tentative training options are agreed upon. Field experiences in the form of participatory observations and tutoring may, and most frequently do, accompany these two stages.

With Entry and Planning completed the student enters the Training and Development Component, which consists of three phases. During the first phase the student concentrates on the identification and development of what is generally referred to as a repertoire of discrete enablers. Herein one attempts to develop mastery in those skills and knowledges deemed basic to his being a successful teacher (i.e. knowledge of content, questioning skills, management skills, etc.). During this phase, short-term, highly focused training experiences are planned for the student, in the form of mini-courses, workshops, seminars, micro-teaching, simulations, and individually prescribed field experiences.

To coordinate this phase and to facilitate the development of a personalized repertoire of skills and knowledges, a Skills and Knowledge Laboratory has been developed on campus.

During the second phase of the Training and Development Component, the student works on the identification and development of what is referred to in Redesign as a Repertoire of Functional Competency Clusters. While it may be logical and necessary at times for teacher educators to place the focus and training on particular skills

or concepts, to the temporary exclusion of all else, to the teacher this is unreal. The practitioner uses certain interrelated skills and cognate clusters repeatedly in his teaching.

In this phase the student is encouraged to study the roles and functions of the professional and to begin the mapping of clusters (i.e. reading, math, classroom management, diagnosis, interpersonalization etc.). His/her study and practice turns from a focus on the discrete to a focus on clusters. Herein the student moves to the demonstration of his/her competence to repeatedly and effectively mold and utilize functional teaching clusters. It is here too that he/she begins serious development of competence in a "major" academic teaching area. Field experiences reflect this shift in focus with increased opportunities for content-related teaching (i.e. reading, math, science music, etc.), and task-related teaching (i.e. diagnosis, evaluation, classroom management, communications, etc.), ----assessed from the perspective of one's demonstrated competence to build functional clusters from lower-order enablers, (discrete skills and concepts) and to use them effectively in classrooms.

During the third phase of the Training and Development Component the student develops a repertoire of effective teaching strategies. The student now focuses on organizing (orchestrating) discrete enablers and/or clusters into goal - oriented Teaching Strategies. Each student develops, with close and consistent clinical assistance, a personalized set of teaching styles consistent with ones professional goals and values.

The student drawing from his/her repertoire of enablers, (discrete or clustered), herein develops competence in organizing them differently for different intended outcomes (i.e. direct, dogmatic teaching vs. indirect, discovery teaching - personal development of children vs. cognative development). The student conceptualizes and field tests, in varying contexts, different kinds of organizing patterns.

This personalized repertoire of Teaching Strategies becomes his "exit" profile from the program and his entry profile into the profession.

To coordinate this phase of the student's development and to build an analytical research base for the development of the concept, a Teaching Strategies Laboratory has been developed.

It should be clearly understood that while some of the student's work is of necessity sequential, not all of it is. The student and/or his/her advisor may elect to vary the order or the sequence consistent with the policy of personalizing the program.

TEACHING CENTERS:

A very important facilitating vehicle for delivering both preservice programs and inservice programs, is the Teaching Center.

Physically, a teacher center is a cluster of geographically contiguous school buildings. Organizationally, it is a partnership between schools, one or more preparing institutions, professional associations, the state education department, students etc.

Its focus is both TEACHING and the effects of teaching - LEARNING. It is both preservice and inservice.

It is staffed by personnel jointly selected and employed. They hold rank and faculty status at both the school and the university and their salary is paid half by each institution.

The center serves the university by providing personalized training and development for university students (graduate as well as undergraduate). It serves the school by bringing to the site - personalized needs assessment techniques, personalized graduate studies and inservice training in the form of cost free mini courses, workshops, seminars, field study, and independent study.

Its ultimate purpose is to improve instruction through improved teaching and improved programs of study.

Multiple centers are at various stages of developmnet at S.U. including rural, urban, suburban, international centers.

BUDGET:

Redesign has been financed almost entirely from regular university funds. There has been some help however through the Teacher Corps Project, which has spearheaded many of the developmental efforts. Also, Redesign has profited indirectly from the work done through the Model Elementary Project, funded by U.S.O.E. during the late sixties. Syracuse also had a small grant from N.C.I.E.S. - U.S.O.E. to study and develop Teaching Centers, but the bulk of the financial support has come from a reallocation of regular university funds.

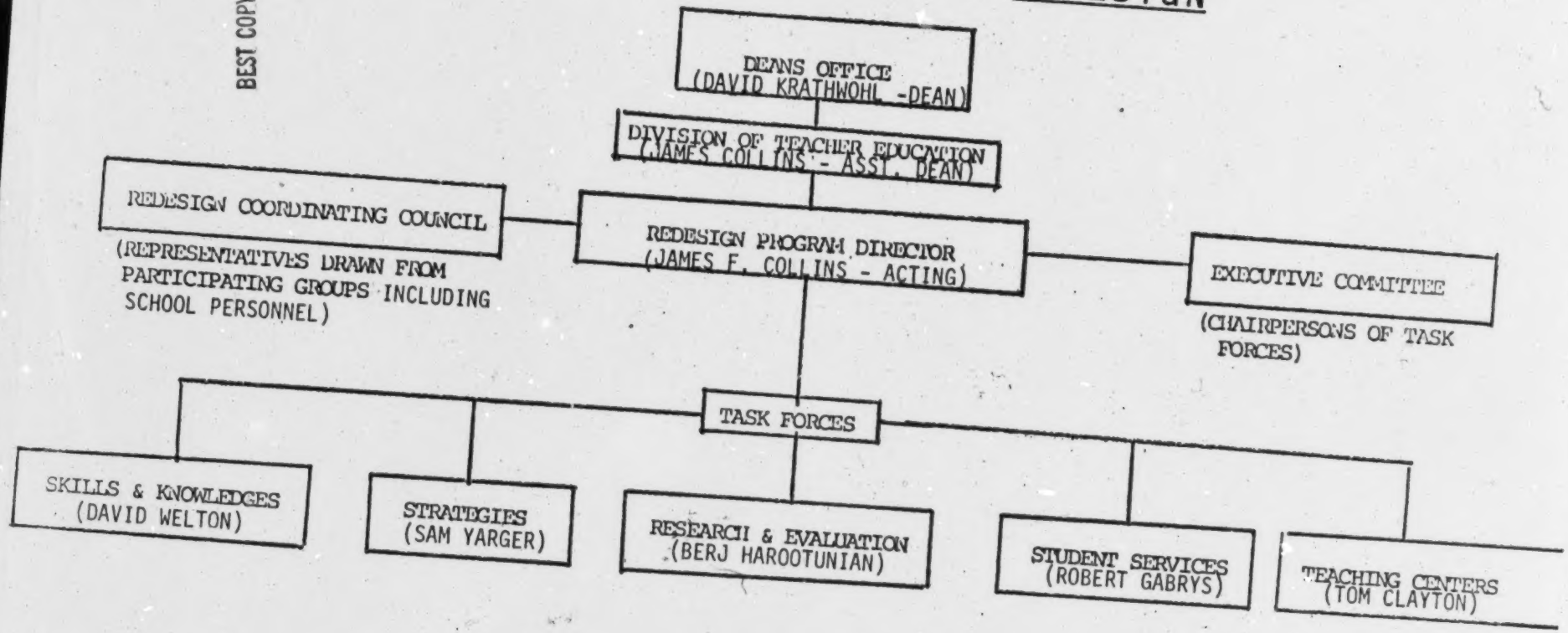
RESEARCH AND EVALUATION:

At present the Research and Evaluation Task Force is beginning to systematically gather baseline data on students going through the program. These data are being gathered at regular intervals during the three semesters the students are in the program. Two general areas of interest are: affective dispositions and teaching performance. It is too early to have any definitive results. The task force is charged with systematically gathering feedback on the overall functioning of the program as well.

Informal feedback has been very positive in regard to the concept with a "wait and see" stance in regard to its long-range effectiveness.

BEST COPY AVAILABLE

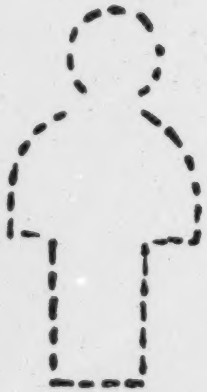
ORGANIZATIONAL CHART FOR REDESIGN



Personalization is a PROCESS...

BEST COPY AVAILABLE

ENTRANCE



ORIENTATION/
ADMISSION

PROGRAM
PLANNING

REPERTOIRE
OF DISCRETE
ENABLERS

REPERTOIRE
OF FUNCTIONAL
COMPETENCY
CLUSTERS

EXIT

REPERTOIRE
OF EFFECTIVE
TEACHING
STRATEGIES

... and a PRODUCT

ADMISSION - ORIENTATION

BEST COPY AVAILABLE

PROCESS:

-- SELF-ENABLING EXPERIENCES

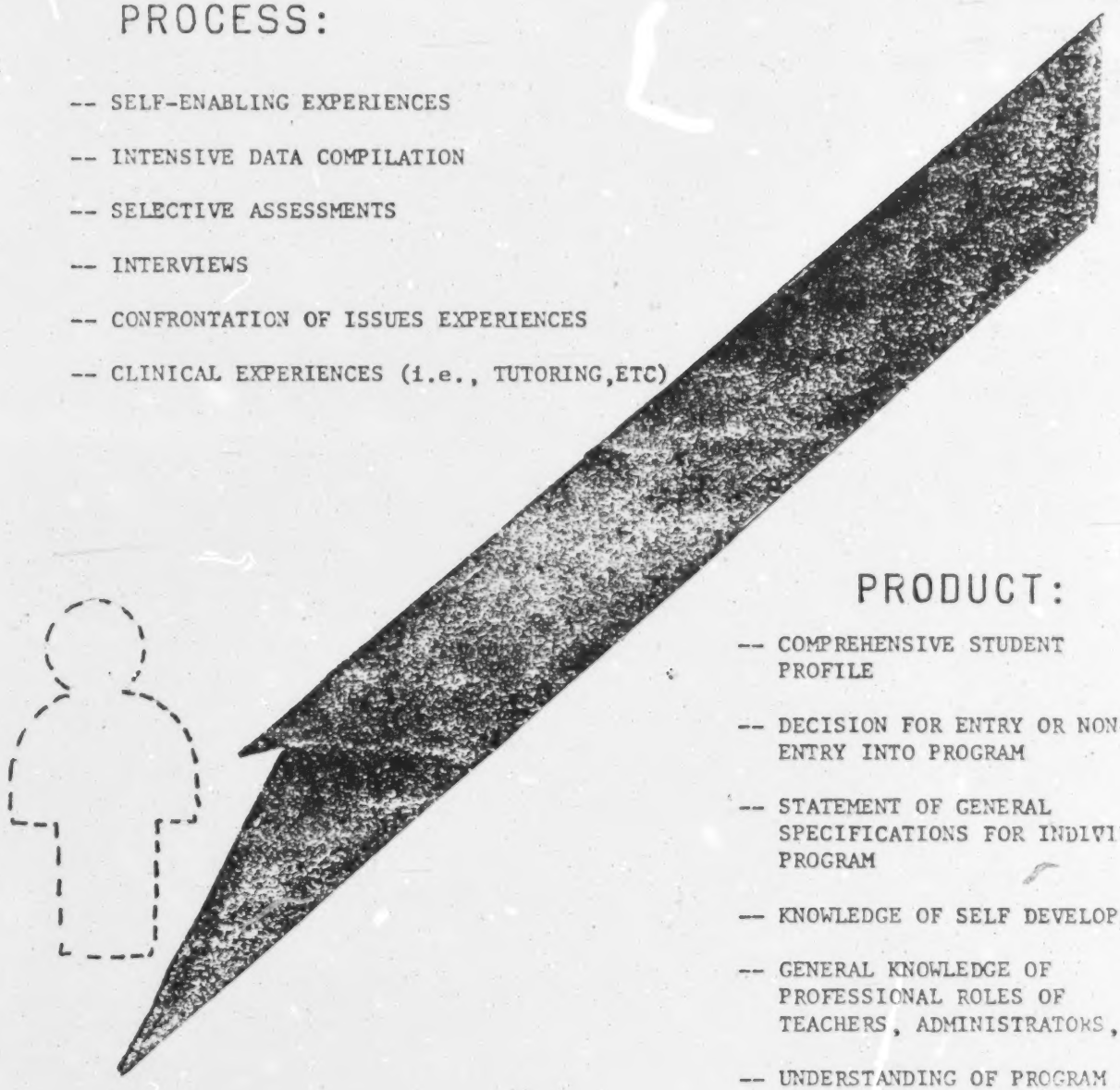
-- INTENSIVE DATA COMPILATION

-- SELECTIVE ASSESSMENTS

-- INTERVIEWS

-- CONFRONTATION OF ISSUES EXPERIENCES

-- CLINICAL EXPERIENCES (i.e., TUTORING,ETC)



PRODUCT:

-- COMPREHENSIVE STUDENT PROFILE

-- DECISION FOR ENTRY OR NON-ENTRY INTO PROGRAM

-- STATEMENT OF GENERAL SPECIFICATIONS FOR INDIVIDUAL'S PROGRAM

-- KNOWLEDGE OF SELF DEVELOPMENT

-- GENERAL KNOWLEDGE OF PROFESSIONAL ROLES OF TEACHERS, ADMINISTRATORS, ETC.

-- UNDERSTANDING OF PROGRAM AND HOW TO PLAN A PERSONALIZED PROGRAM

PROGRAM PLANNING

PROCESS:

BEST COPY AVAILABLE

-- ASSESSMENT OF PERSONAL CAREER GOALS

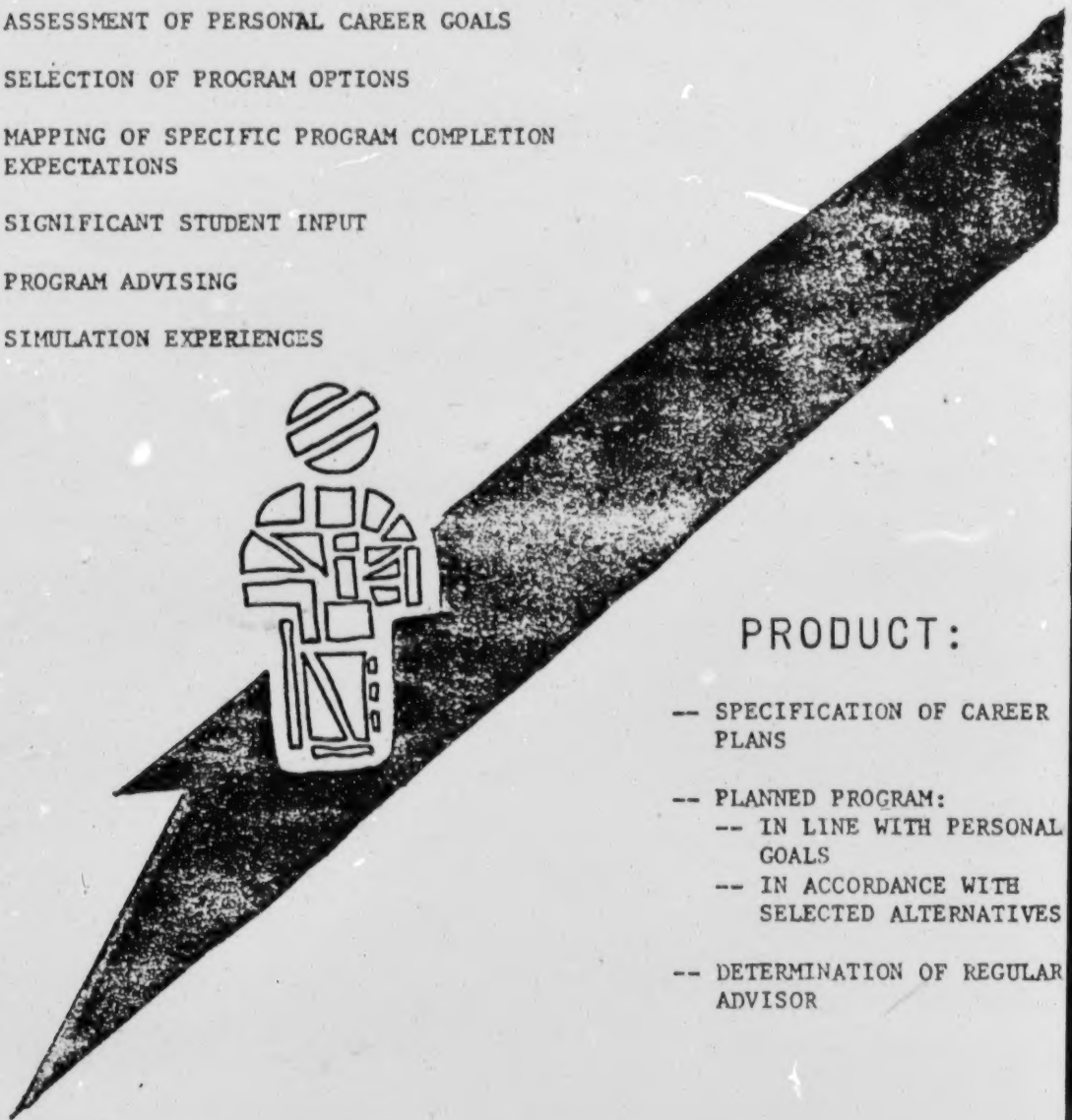
-- SELECTION OF PROGRAM OPTIONS

-- MAPPING OF SPECIFIC PROGRAM COMPLETION EXPECTATIONS

-- SIGNIFICANT STUDENT INPUT

-- PROGRAM ADVISING

-- SIMULATION EXPERIENCES



PRODUCT:

-- SPECIFICATION OF CAREER PLANS

-- PLANNED PROGRAM:
  -- IN LINE WITH PERSONAL GOALS
  -- IN ACCORDANCE WITH SELECTED ALTERNATIVES

-- DETERMINATION OF REGULAR ADVISOR

REPERTOIRE OF DISCRETE ENABLERS

PROCESS:

-- IDENTIFICATION OF SKILLS, KNOWLEDGES, AND ATTITUDES TO BE MASTERED

-- MINI-COURSES IN ENABLERS THAT RELATE TO TEACHING

-- PRACTICAL EXPERIENCE THROUGH MICRO-TEACHING, MINI-TEACHING, SIMULATIONS, ETC.

-- SHORT-TERM, HIGHLY FOCUSED OBSERVATION AND PRACTICE IN SCHOOLS

-- SKILLS LABORATORIES TO PRACTICE AND DEMONSTRATE PROFICIENCIES

-- PROFILING OF INDIVIDUAL'S PROGRESS

PRODUCT:

-- DELIBERATE PRACTICE OF SPECIFIC SKILLS, KNOWLEDGES, AND ATTITUDES

-- STUDENT DEVELOPS COMPETENCE IN THE USE OF PARTICULAR SKILLS, KNOWLEDGES, AND ATTITUDES

-- STUDENT DEVELOPS AN UNDERSTANDING OF THE BASIC RELATIONSHIPS BETWEEN ENABLERS AND TEACHING

REPERTOIRE OF FUNCTIONAL COMPETENCY CLUSTERS

BEST COPY AVAILABLE

PROCESS:

-- CONCEPTUAL MAPPING OF CLUSTERS (i.e., READING, MATH, CLASSROOM MANAGEMENT, SCIENCE, INTERPERSONALIZATION, DIAGNOSIS)

-- PRACTICE IN DEVELOPING CLUSTERS OF SKILLS AND KNOWLEDGES THAT RELATE TO A PARTICULAR TEACHING FUNCTION, BEHAVIOR, OR CONTENT AREA

-- DO "FOCUSED" TEACHING RELATING TO THE ORGANIZATION OF PARTICULAR SKILLS AND KNOWLEDGES

--MICRO-TEACHING AND MINI-TEACHING

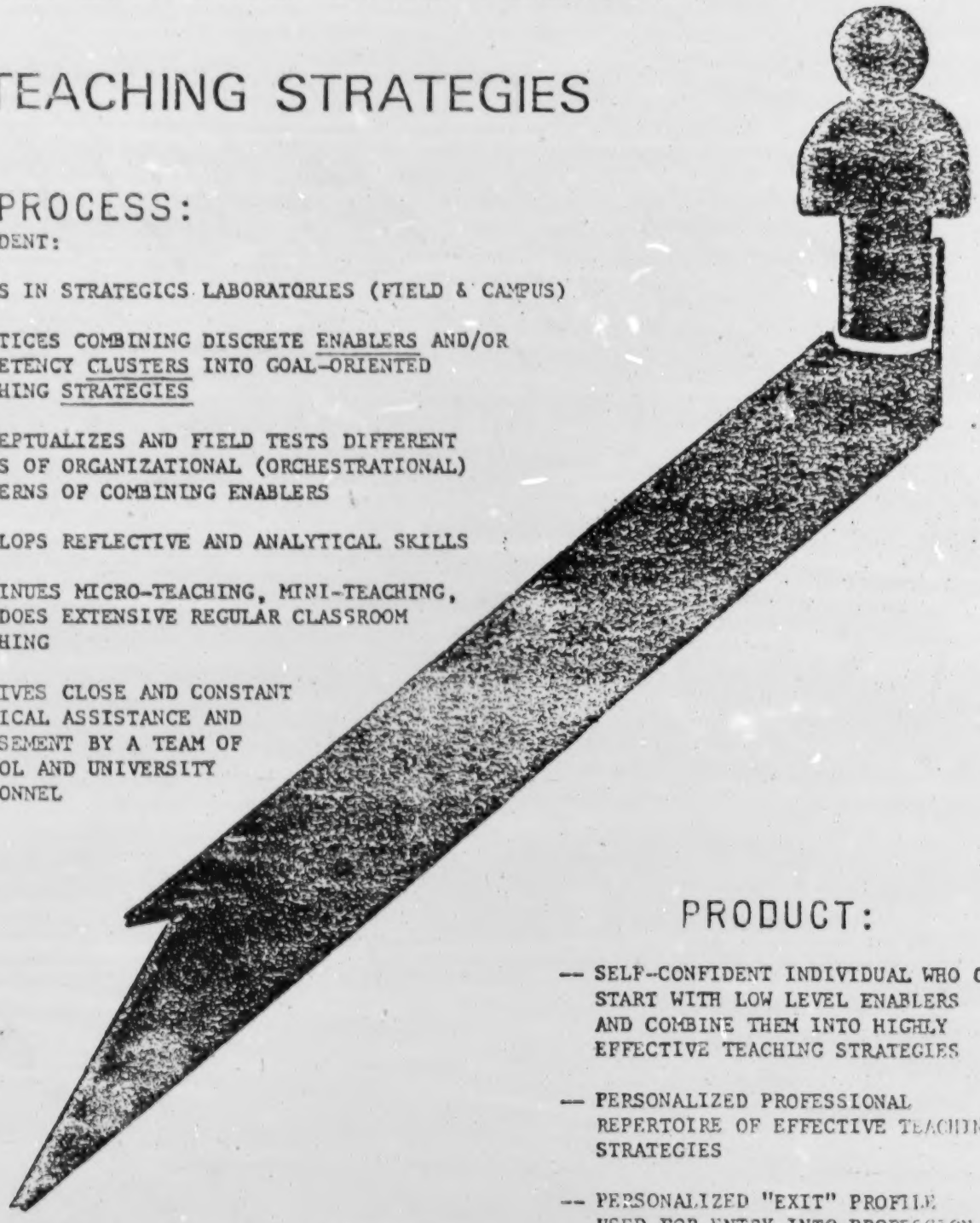
-- PERSONALIZED PROFILING OF INDIVIDUAL'S EXPERIENCE AND PROGRESS TOWARD DEVELOPING CLUSTERS

PRODUCT:

-- STUDENT IS ABLE TO SEE THAT DISCRETE ENABLERS CAN RELATE TO EACH OTHER IN TERMS OF ROLES FUNCTIONS, BEHAVIORS, OR DISCIPLINES.

-- STUDENT IS ABLE TO DEMONSTRATE THE ABILITY, REPEATEDLY AND EFFECTIVELY, TO BUILD AND USE FUNCTIONAL TEACHING CLUSTERS

REPERTOIRE OF EFFECTIVE TEACHING STRATEGIES



PROCESS:

THE STUDENT:

-- WORKS IN STRATEGICS LABORATORIES (FIELD & CAMPUS)

-- PRACTICES COMBINING DISCRETE ENABLERS AND/OR COMPETENCY CLUSTERS INTO GOAL-ORIENTED TEACHING STRATEGIES

-- CONCEPTUALIZES AND FIELD TESTS DIFFERENT KINDS OF ORGANIZATIONAL (ORCHESTRATIONAL) PATTERNS OF COMBINING ENABLERS

-- DEVELOPS REFLECTIVE AND ANALYTICAL SKILLS

-- CONTINUES MICRO-TEACHING, MINI-TEACHING, AND DOES EXTENSIVE REGULAR CLASSROOM TEACHING

-- RECEIVES CLOSE AND CONSTANT CLINICAL ASSISTANCE AND ADVISEMENT BY A TEAM OF SCHOOL AND UNIVERSITY PERSONNEL

PRODUCT:

-- SELF-CONFIDENT INDIVIDUAL WHO CAN START WITH LOW LEVEL ENABLERS AND COMBINE THEM INTO HIGHLY EFFECTIVE TEACHING STRATEGIES

-- PERSONALIZED PROFESSIONAL REPERTOIRE OF EFFECTIVE TEACHING STRATEGIES

-- PERSONALIZED "EXIT" PROFILE USED FOR ENTRY INTO PROFESSION

REDESIGN IS-ALTERNATIVE, PERSONALIZED MEANS AND ENDS

(instructional systems) (competencies acquired)

Lo

DEGREE OF FREEDOM TO SELECT

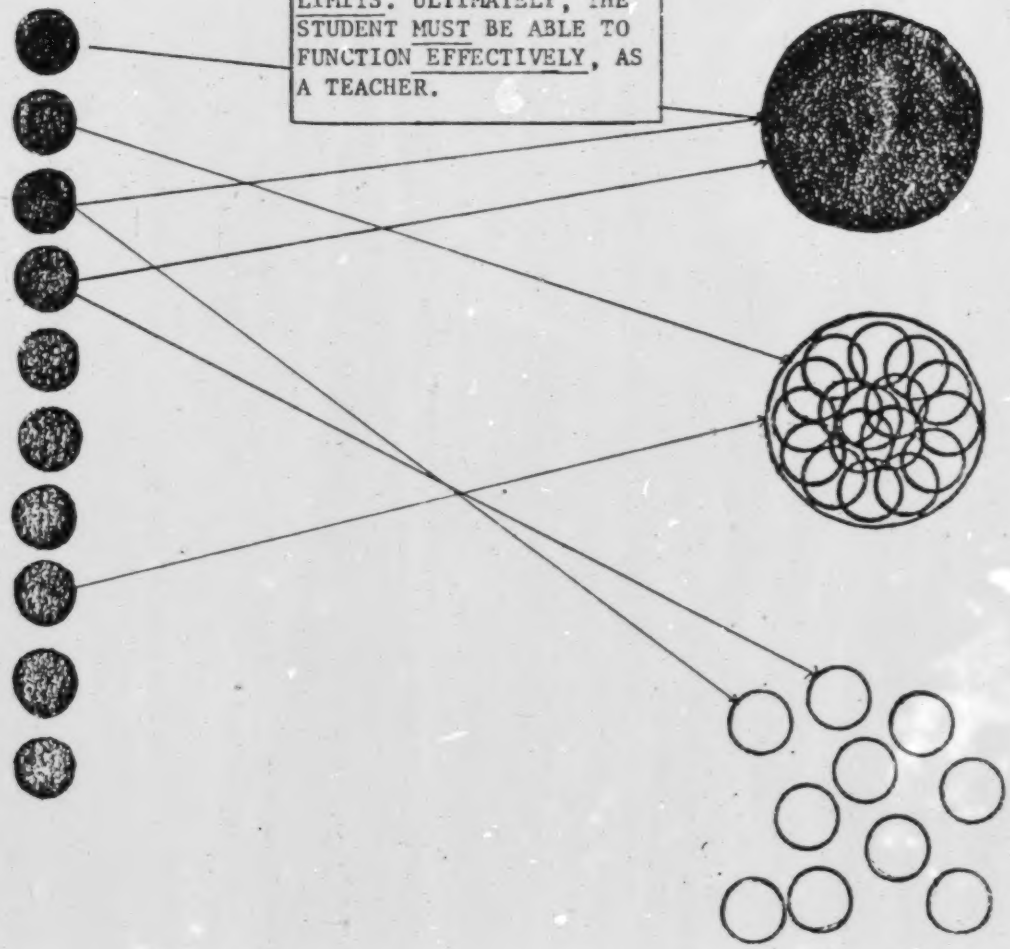
Hi

IN REGARD TO MEANS, THE STUDENT HAS ALMOST TOTAL FREEDOM TO SELECT MEANS FROM THE ALTERNATIVES AVAILABLE

MEANS

IN REGARD TO ENDS, THE STUDENT HAS CHOICE WITHIN LIMITS. ULTIMATELY, THE STUDENT MUST BE ABLE TO FUNCTION EFFECTIVELY, AS A TEACHER.

ENDS



required of all students (GENERIC PROFICIENCIES)

required of some students (i.e., CONTENT SPECIFIC PROFICIENCIES

optional for all students (IN ACCORDANCE WITH INDIVIDUAL NEEDS)

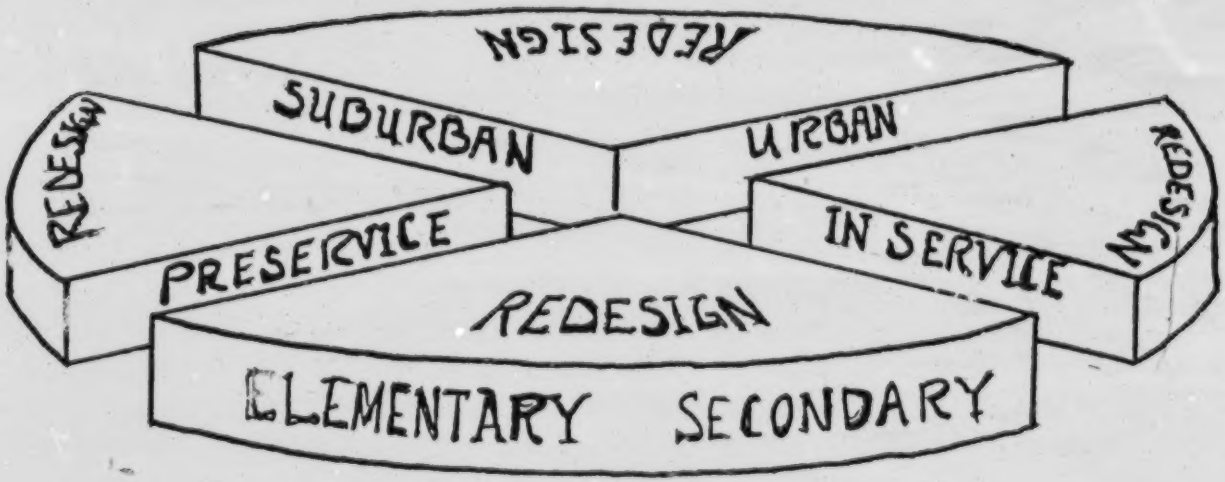
BEST COPY AVAILABLE

REDESIGN IS-COMPREHENSIVE

SERVES A BROAD RANGE OF PUBLICS, SCHOOLS, AND COMMUNITIES.

BEST COPY AVAILABLE

preservice	//	inservice
urban	//	suburban
elementary	//	secondary
private	//	public



REDESIGN IS-INTEGRATION...

OF:

UNIVERSITY -- SCHOOL
PERSONNEL PERSONNEL

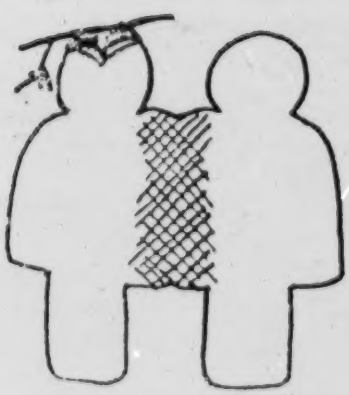
THEORY -- PRACTICE

CAMPUS -- FIELD

PRESERVICE -- INSERVICE

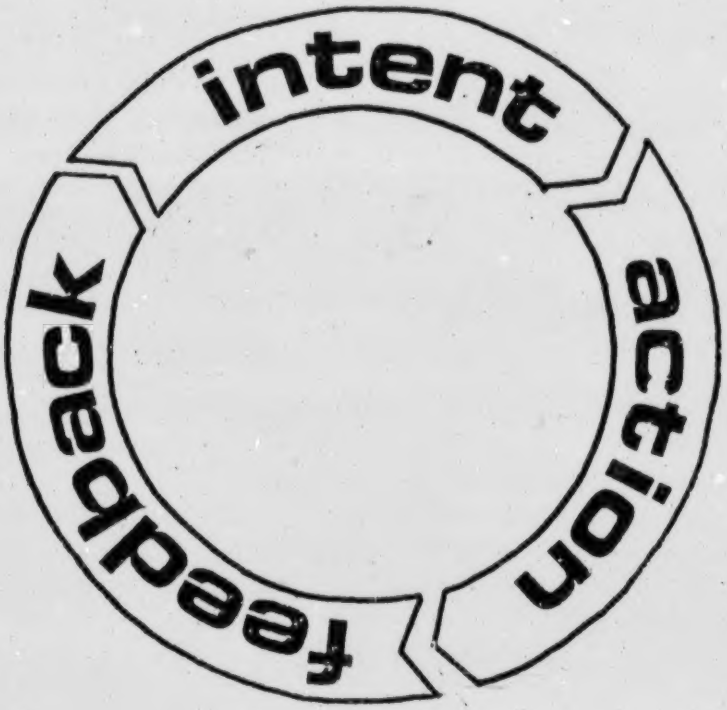
THROUGH:

FIELD CENTERS



REDESIGN IS-REGENERATIVE

BEST COPY AVAILABLE



A. INTENT
- GOALS
- SPECIFIC OBJECTIVES

B. ACTION
- ALTERNATIVE INSTRUCTIONAL SYSTEMS
- TESTING
- EVALUATION

C. FEEDBACK
- RESEARCH AND EVALUATION
- INTERPRETATION OF DATA
- IMPLICATIONS FOR MODIFICATION
- REDESIGN STRATAGIES

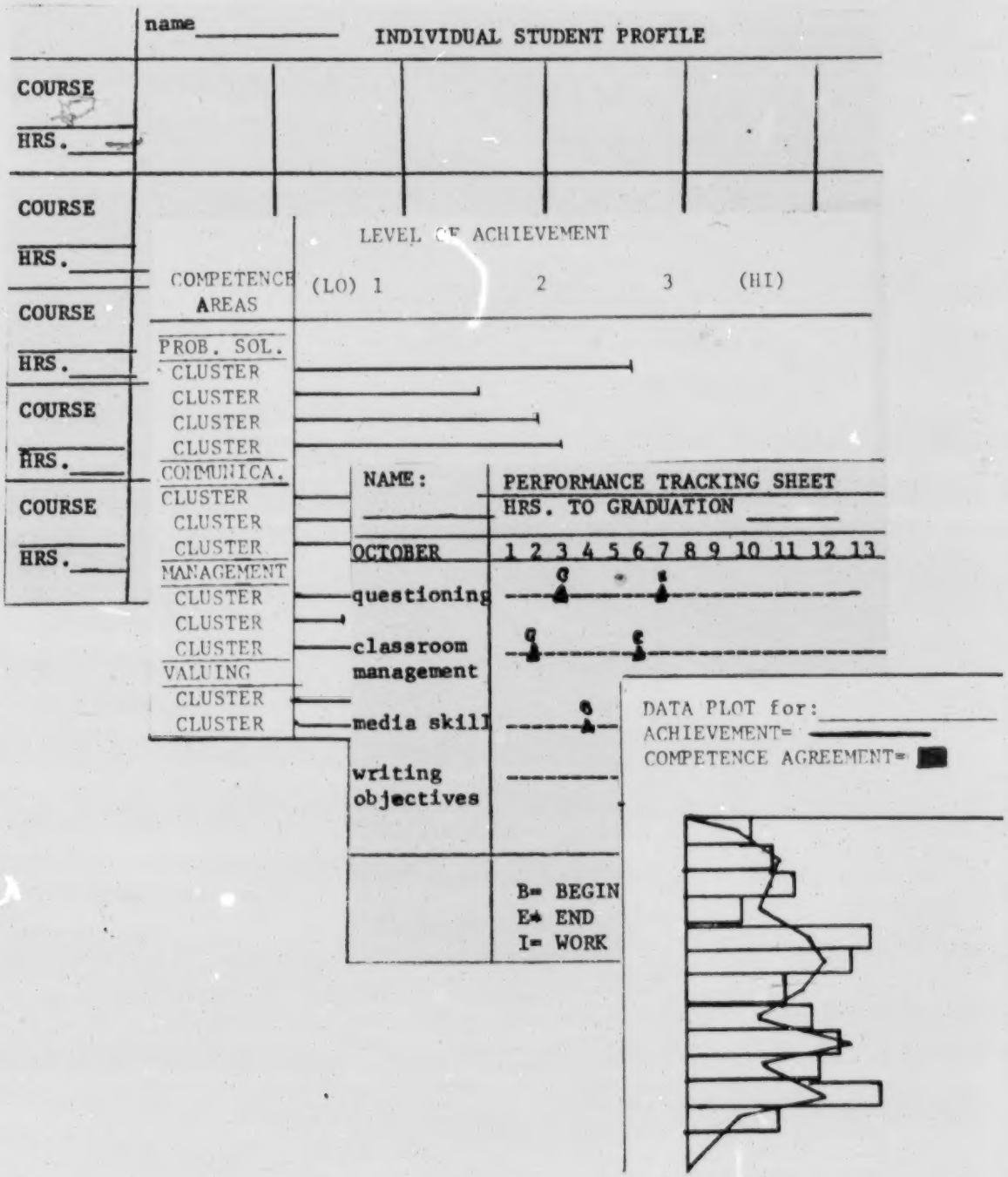
D. INTENT REDESIGNED

REDESIGN IS-COMPLIANT WITH

DATA INPUT

BEST COPY AVAILABLE

INDIVIDUAL STUDENT PROFILING AND TRACKING SYSTEMS...



EDUCATIONAL SERVICES TASK FORCE REPORT

MANAGEMENT AND RECORD KEEPING COMPONENTS

REDESIGN-FALL-'74

1. BASIC CONCEPTS

The following basic concepts underly the management and advisement system for redesign:

1.1 Redesign calls for teaming in teacher education in the area of advisement as well as other areas we have been considering. Teaming necessitates coordination.

1.2 Individual efforts are important and to be recognized. However, one criterion rises to the forefront in the new program insofar as these efforts must be viewed as part of the total program.

1.3 Due to the time commitments of faculty to the total program, faculty time should be considered at a premium. Therefore, faculty members should be called upon in areas where their specific expertise is required.

1.4 A coordinated advisement program is essential if a system of skills/knowledges, strategies, integration is to be of service to the student.

1.5 Students who have questions, difficulties, desire explanations, etc. need an identified locus as a place to start so that they can feel that not only will they be heard, but some action will result.

1.6 Not all students will want to make use of a single systematic route to advisement (usually because of familiarity with faculty who they know can offer them assistance). Therefore, this alternative must be provided for.

1.7 For advisement students may, but need not, deal with the same individual throughout the program.

1.8 Student Services should no longer be narrowly defined only as a place with a strictly defined staff, but the shared efforts of the total division to aid the student as he/she progresses through the program.

1.9 School of Education faculty members must maintain an essential role in the specific advisement of students.

Now Computerized

2. COORDINATION

2.1 Coordination of Management/Advisement

The office of Educational Services will serve in a coordinating capacity between students, liasons and division faculty. This will give faculty members a single source to call for information on a student for his/her program and will give the student a single place to start when he/she has questions, desires explanations, or encounters difficulties. By identifying such a place which is staffed on a regular and daily basis, faculty liasons will be freed from rigid office hours and yet be assured that the student will be getting attention and that Educational Services personnel will have the student contact the liason or the appropriate person if necessary. (See Appendix A)

2.2 The right of the student to seek advisement directly from an individual faculty member is not replaced by the above.

3. ADVISEMENT

3.1 Registration

Elementary/Childhood Education students will receive assistance on what courses to take from Educational Services Office. Pat Crook and Dave Welton will serve as faculty liasons with the office so that students may have direct contact with faculty in the area for advisement.

Secondary and Special area students will receive general advisement assistance from the Office of Educational Services and from the area liasons. In anticipation of creating education blocks, we would ask that students not take EDU 311, 313, or 412 as single units, unless it is necessary for graduation.

3.2 Teaching Area Liasons

The Educational Services Office will continue to handle general School of Education advisement and serve in a coordinating capacity for program advisement. Teaching Area Liasons are those faculty members who have identified a specific major area of concentration and are interested in specialized program planning and/or offering sequencing.

3.3 Appendix B contains a list of those faculty liasons.

3.4 Admissions/Orientation

The decision on admission to a specific area of concentration within the School of Education will remain a function of the faculty liason. The liason will have a responsibility for interviewing candidates and making the recommendation for admission/rejection/reconsideration.

In line with the decision to consider admissions as a process rather than a point, a component, Orientation to Education as a Career, will be a requirement for all Suracuse students prior to being admitted to the School of Education and enrolling in the Education blocks.

Through this medium Educational Services will be able to begin an early profile on the student, work with him/her to clarify his/her career plans, gather data for faculty members that will be helpful to them in planning components and sequences for individual students.

3.5 Orientation

For students who are enrolled in education blocks there will be a special program orientation on Monday Sept. 9th from 9-12, and again Sept. 10th from 9-12. At this time students will plan with advisors the first month of course work.

4. Management

4.1 Grading

All grades for divisional mini-courses, workshops, seminars, etc. will be submitted to Educational Services for translation into grades to be reported to the Registrar Office. For this purpose, the grades for offerings that total to a minimum of 45 contact hours will be weighted, averaged and reported to the Registrar. The first 45 hours reported will serve as a grade, followed by the second 45, etc.

4.2 Data Gathering

a) Admissions Information
b) Academic Data Computer Center
c) Previous College Data
d) Courses and grades to date
e) Career Information

4.3 Records

a) Official Records in Records Center in Educational Services in 144 Huntington.
b) G.A. for Record Keeping - Cathi Burgess
c) Availability
   1) when computerized, availability will be optimized by having terminals avaible for faculty use at multiple locations.

2) with interim file system
   a) Program liasons will have copies of most material since they will be involved in decisions
   b) Files in Education Services open to faculty
      1) can be used there - G.A. on duty from 10-4 daily.
      2) xerox copies of any information for faculty if desired.
   d) All records sent to central location for easy access and availability to all.
   e) Profile in Educational Services available on request.

4.4 Forms

Appendix C
Student Profile Sheet

Appendix D
Conference Action Report

Appendix E
Class List - Grade Report

Appendix F
Individual Grade Report

Appendix G
Addition/Deletion to Class List

5. Summary Concepts

5.1 Team advisement

5.2 Coordination

5.3 Involvement of all faculty in advisement program

5.4 Interaction of faculty members withim clusters

5.5 Faculty program decision making

5.6 System for the total division without separating elementary, secondary, etc.

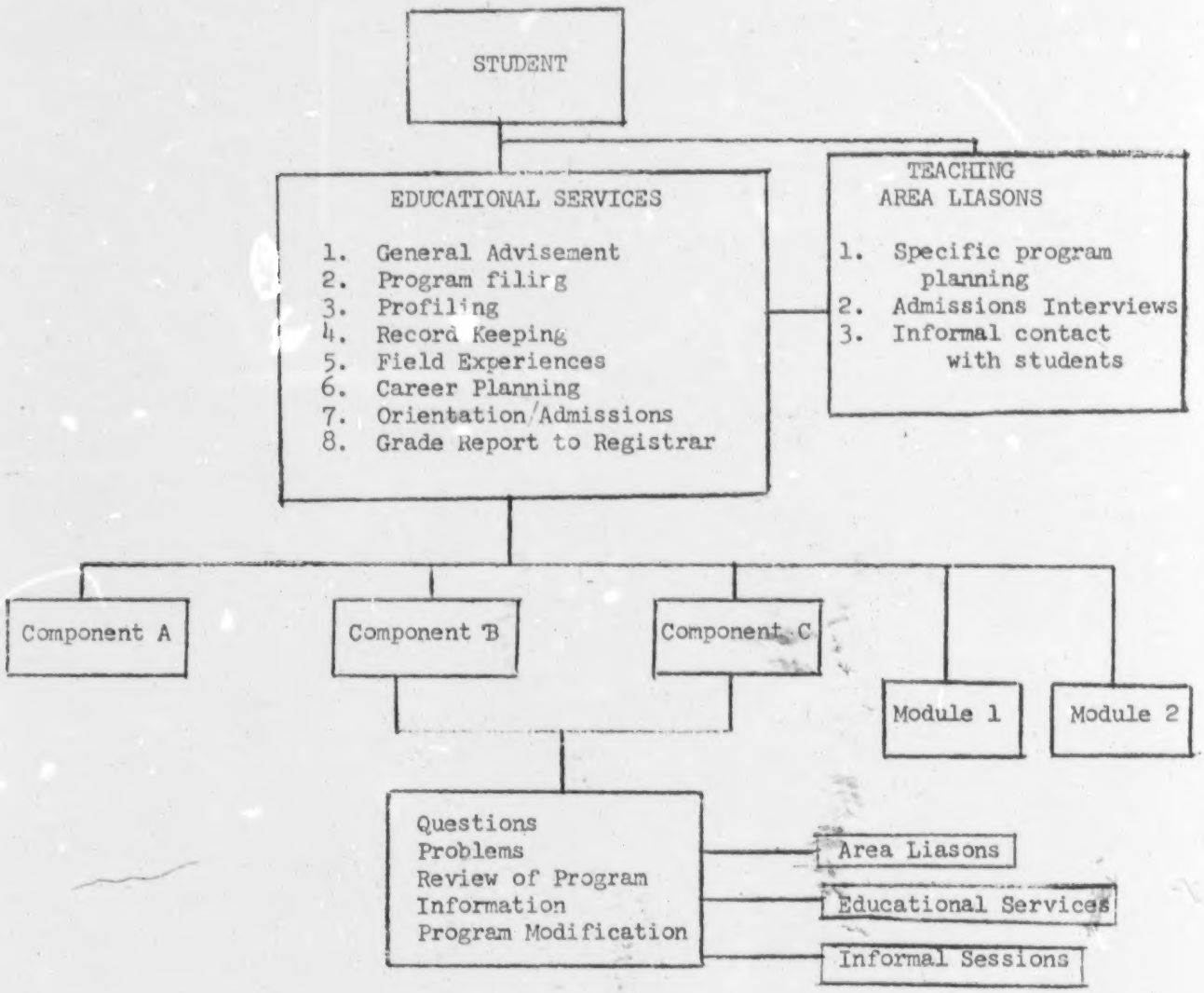
Submitted by: Bob Gabrys

Bob Gabrys, Chairman
Educational Services Task Force

Date: September 3, 1974

APPENDIX A

STUDENT ASSISTANCE DIAGRAM



APPENDIX B

TEACHING AREA LIASONS

Teaching Area:	Liason:	Location:	Phone:
Synasthetic Education	Mr. James Ridlon	M-17 Skytop	2355
Elementary Education	Mr. David Welton	438 Huntington	2684
	Ms. Patricia Crook	444 Huntington	2684
English	Mr. Don Martin	254 Huntington	4755
Home Ec. & Distr. Educ.	Ms. Suzanne Hilfinger	217 Slocum	4212
Languages	Mr. James Soffietti	216 H.B. Crouse	2136
Mathematics	Mr. Robert Exner	213-A Carnegie Hall	2373
Music	Mr. Ronald Lee	200 Crouse College	2191
Phys. Ed. (Men and Women)	Mr. Peter Cataldi	Archbold Gym	2114
Science	Ms. Ann Howe	15 Heroy Geol. Lab	2586
Social Studies	Ms. Marilyn Kratz	403 Maxwell	3696
Speech/English Educ.	Mr. Paul Reid	414 Hall of Lang.	2334
Special Education	Mr. Spencer Gibbins	805 S. Crouse Ave.	4121
Speech Pathology			
Freshman	Mr. James McNutt	805 S. Crouse Ave.	4126
Sophomore	Mr. Richard Nodar	805 S. Crouse Ave.	4126
Junior	Mr. John Saxman	805 S. Crouse Ave.	4135
Senior	Mr. Edward Conture	805 S. Crouse Ave.	4121
Early Childhood Educ.	Ms. Eleanor Robinson	211 Slocum	4635
	Ms. Betty Tryon	434 Huntington	3672

REDESIGN IS-COMPETENCE-ORIENTED...

...ORIENTED TOWARD THE DEVELOPMENT OF COMPETENCE IN THE INDIVIDUAL...

-- AS DEMONSTRATED BY ACTUAL, REPEATED PERFORMANCE IN THE CLASSROOM

-- EVALUATED AGAINST SPECIFIC CRITERIA (KNOWLEDGE, PERFORMANCE, AND/OR PRODUCT) MADE KNOWN IN ADVANCE

-- AND CONSISTANT WITH THE PERSONAL AND PROFESSIONAL PRIORITIES, GOALS AND VALUES OF THE INDIVIDUAL... PERSONALIZED PROFILE OF COMPETENCE

...BY A PROCESS THAT INTEGRATES ONE'S KNOWLEDGES, SKILLS, ATTITUDES, AND CAPACITIES INTO A PERSONALIZED REPERTOIRE OF EFFECTIVE TEACHING STRATEGIES.

BEST COPY AVAILABLE

REDESIGN IS-OPTIONAL, MULTI-MODAL DELIVERY SYSTEMS...

BEST COPY AVAILABLE

STUDENTS CAN CHOOSE FROM A VARIETY OF LEARNING -- TEACHING FORMATS.

know
Centers) w
or reinforce ce
is freed to work with
are allowed to develop decis
skills are promoted. The Learning
- to introduce, develop, reinforce, exte
learned.

FIELD-LOCATED MODULE

LEARNING CENTERS IN LANGUAGE ARTS - Crook

This course will present a
component in the program of teacher prepara
followed for acquiring competence in the strategies will be
The various ways in which teachers may use educational strategies in the learning
environment will be explored, and a brief reveiw of each of the five selected
strategies for this semester will be presented. In addition, the basic teaching
skills will be presented as critical instructional tools. Students will receive
an exposure to the variables which must be taken into consideration before imple-
menting strategies and will be given some insight into the means by which these
variables may be recorded and assessed.

M

Mini-Course

Stress will be upon clarification of the concepts and objectives involved.

This
1. De
2. Kn
ale
3. Dem
4. Take
5. Use o
6. Bring lesson to a successful climax and provide challenging assignments.
7. Be resourceful in answering questions and imaginative in developing a presentation around a question or situation.

INTRODUCTION TO EDUCATIONAL STRATEGIES - Yarger & Staff

provoke thinking.
relatively unique devices to aid instruction.
doing this.

W
ling.
ies through
axonomy to the training
nherent styles, and attempt
pecific classroom situations and
zed will include: The Groucho Marx Mode,
oody Allen Mode, the Lenny Bruce Mode, and the Fire-
. Ryan's Characteristics of Teachers will be used as base-line
ues of effective communication.

Workshop

TRAINING MODULE ON TEACHER ENTHUSIASM - Collins

Mini-Course

WINKIN', BLINKIN' AND NOD: THE TEACHER AS ACTOR - Lebby M

Precis' Form

PRECIS FORMAT

Title of Offering: _____

Instructor: _____

Est. Faculty-Pupil Contact Time for Offering: _____

When do you perceive this offering should be made:

1. Semester timing: ___early ___midway ___late ___anytime.
2. Career timing: ___early ___midway ___late ___anytime.

Do you anticipate the need to repeat this offering during a semester? ____Yes ____No

Please indicate any perceived skills or enablers needed as a base for the offering:

DELIVERY FORM

(please check)

___Seminar

___Workshop

___Mini-Course

___Large Group Lecture or Demonstration

___Primarily Field

___Independent Study

___Other (please explain)

****

MAJOR ORGANIZING IDEAS RELATED TO OFFERING:

DESCRIPTION OF THE OFFERING:

COMPLETION MEASURES:

1. Measures to be demonstrated on campus:

2. Measures to be demonstrated at Field situation:

PRECIS COMPLETION INFORMATION SHEET

The following information may be helpful in completing the precis form:

Functions of the Precis: The precis will assist us in developing a Fall '74 pupil catalog of offerings. A compilation of received precis will also assist in establishing the Fall '74 schedule. The compilation will also allow us to see "overlaps" and "gaps" in our offerings. The precis you complete will indicate what you want to teach, plan to teach, and your desired format of teaching in the Fall of 74. We recognize that this is developmental.

Precis Components:

Title: Please give a succinct, descriptive title to your offering.
Note: Each offering necessitates a separate precis.

Instructor: Your name.

Estimated Faculty-Pupil Contact time for offering: Obviously this will vary with the format or delivery form you select. Although not locked into specific time references, we anticipate that the delivery form will reflect specific desired outcomes and that such outcomes will be reflected in the anticipated faculty-pupil contact time. See specific delivery forms listed below.

Time of Offering: We are anxious to identify your perceptions about when a specific offering should be made available during a semester and during a student's preparatory phase of a professional career.

Supporting skills and enablers needed for your offering: Hopefully most of the skills and knowledges offerings will be self-contained. However, you may identify specific enablers that seem necessary to support your specific offering.

Delivery Forms: The forms listed are suggested because they appear to relate to specific functions.

1. Seminar: Serves an "awareness" function. A specific knowledge or skill, a motivating session, etc. characterizes a seminar offering. As such, we anticipate a seminar to involve, generally, pupil-faculty contact at one two-three hour session.

2. Workshop: Serves the purpose of having the student develop a specific skill or product. This has implications for the setting, delivery format, and completion measures. This may suggest a three or four hour session for faculty-student contact. Again, we know that this will vary with the specific offering.

3. Mini-Course: This delivery format emerged from the need to combine knowledge, motivation, and skills within a continuous effort. This has implications for faculty-student contact hours. We anticipate that most will fall between five and ten hours.

4. Others: The large group lecture and demonstration may be seen as a viable way of delivering a specific offering. And there may be other delivery forms we have not anticipated.

If your offering falls under this category, please check and explain.

Organizing Ideas: We are including an example of a precis. Hopefully this may explain what this category intends to do. We are concerned that the basic substantive ideas are made apparent and that these serve as a basic rationale for including the offering.

Description: This is intended to provide a general over-view of the offering: how the instructor will approach the offering; what the student can expect; general materials to be used; broad intended outcomes; etc.

Measures: These are intended to indicate what a student must do in order to satisfactorily complete the offering. It is possible that some of the completion measures may be done in a field setting. The field personnel would then assume responsibility for certifying student completion. Measures will reflect varying levels of difficulty and experiences.

* * * * * * * * *

Definitions which may help:

KNOWLEDGE: Information believed related to effective professional and instructional functioning. The knowledges in the program may be dealt with at different cognitive levels and may reflect a variety of evidential bases: theoretical, logical, empirical... Examples of possible offerings: 1) "Interpreting School Testing" or "The Purpose of Formal Schooling."

SKILLS: The ability to perform certain specific acts. Skills obviously include some knowledge base but the emphasis is on conceptualizing and performing certain mental and/or physical acts in ways suggesting repetition and transfer. Examples: "Observation Skills," "Question-Asking Skills"

DISCIPLINE-SPECIFIC SKILLS AND KNOWLEDGES: Skills and knowledges unique to a particular academic discipline. For example: "Science as a Discipline" "Science as a Teaching Content Area."

POSSIBLE INDIVIDUAL FACULTY SCHEDULE (3 hour load, 45 contact hours)

September	October	November	December
Seminar (3 hrs.)	Mini-Course (5 hrs.)	Seminar (3 hrs.)	Mini-Course (5 hrs.)
Workshop (4 hrs.)	Mini-Course (8 hrs.)	Mini-Course (10 hrs.)	Workshop (4 hrs.)
	Seminar (3 hrs.)		

Please note: We are not asking for a complete syllabus. Rather, we are in need of an overview of the offerings which you will address in the Fall. This will help in scheduling and planning. Our deadline for each precis is July 31. In early August the catalog and schedule goes to print.

Our sincere thanks for help!

Completed Precis'

PRECIS FORMAT

Title of Offering: WINKIN', BLINKIN' AND NOD: THE TEACHER AS ACTOR

Instructor: Drew Lebby

Est. Faculty-Pupil Contact Time for Offering: 10 (contact hours)

When do you perceive this offering should be made:

1. Semester timing: ___early ___midway ___late x anytime.
2. Career timing: ___early x midway ___late ___anytime.

Do you anticipate the need to repeat this offering during a semester? x Yes ____No

Please indicate any perceived skills or enablers needed as a base for the offering:

DELIVERY FORM

(please check)

___Seminar

___Workshop

x Mini-Course

___Large Group Lecture or Demonstration

___Primarily Field

___Independent Study

___Other (please explain)

****

MAJOR ORGANIZING IDEAS RELATED TO OFFERING:

1. All teachers project affective images regardless of their knowledge of subject matter.
2. Student perception of these affective traits is often unrelated to display of subject matter knowledge.
3. Ineffective affective display may block student internalization of concepts.
4. Such blockage forces a feed-back loop disrupting teacher perception of self.
5. There are specific affective traits tending to aid in communication.
6. Such traits are performance related, and may best be described as fitting a theatrical repertoire rather than a teaching repertoire.
7. Thus, effective teaching style may be internalized through method acting preparation.

DESCRIPTION OF THE OFFERING:

Donald Lewis, Dean of the School of Social Sciences and Communications at the University of Southern California has said, "A human instructor has to be more than an information transmitter--machines do that. A teacher is always on stage, and it's not easy to know the right combination of humor, wit, and wisdom to please any audience."

It is the rare student who has developed a thirst for knowledge that allows him to function at the top levels of either the Bloom/Krathwohl cognitive or affective taxonomies. Until such levels are reached, it is the job of the teacher to perform in the hopes of making the subject matter as "palatable" as possible. Such a performance rightfully falls into the realm of acting as well as teaching. This offering, then, will attempt to develop student's acting abilities through a modified Stanislavski approach based upon the Krathwohl taxonomy to the training of method actors. Students will define their own inherent styles, and attempt permutation of those styles to deal with specific classroom situations and "audience" types. Approaches analyzed will include: The Groucho Marx Mode, the Bill Crosby Mode, the Woody Allen Mode, the Lenny Bruce Mode, and the Firesign Theater Mode. Ryan's Characteristics of Teachers will be used as base-line data for cues of effective communication.

COMPLETION MEASURES:

1. Measures to be demonstrated on campus:

   1) The student will demonstrate at least 5 attributes felt to facilitate the communicative process.

   2) The student will provide at least 4 types of audience style and the cues allowing diagnosis.

   3) The student will demonstrate permutations of the 5 above attributes to deal with each of the above 4 audience types.

   4) The student will identify his own generalized "style" and will identify audience style and will manipulate his own style to interact with the audience.

2. Measures to be demonstrated at Field situation:

   1) Observing in a field situation, the student will identify cues causing effective and ineffective communications.

   2) The student will videotape a lesson and analyze the lesson using the above cues as a criterion-base.

   3) The student will teach a second lesson and will analyze, with the instructor, the perceived communicative effect of the two lessons.

   4) The student will critique classroom performance from the viewpoint of drama critic.

PRECIS FORMAT

Title of Offering: Facilitating Pupil Cognitive Skills

Instructor: Mallan

Est. Faculty-Pupil Contact Time for Offering: 5 hours

When do you perceive this offering should be made:

1. Semester timing: ___early ___midway ___late X anytime.
2. Career timing: ___early X midway ___late ___anytime.

Do you anticipate the need to repeat this offering during a semester? ____Yes ____No (I don't know)

Please indicate any perceived skills or enablers needed as a base for the offering:

DELIVERY FORM

(please check)

X Seminar

___Workshop

___Mini-Course

___Large Group Lecture or Demonstration

___Primarily Field

___Independent Study

___Other (please explain)

****

MAJOR ORGANIZING IDEAS RELATED TO OFFERING:

1. Skills refer to organized ways of using generalized techniques or processes to deal with data/experience.
2. Skills are not distinct and separate entities but rather function as a "system" for dealing with data/experience. The "parts" of the system are functionally related.
3. Skills, as such, are never directly observable. They are inferred from the results or products of application.
4. Skills are not to be confused with the form in which data/experience appear. For example: map form, chart form, case-study form.
5. Effective skill development is related to how well one conceptualizes his "system" and how well he transfers functioning to particular purposes and situations.
6. Skills appear to be a "natural" aspect of man's survival.

DESCRIPTION OF THE OFFERING:

The mini-course will be organized to: (1) assist students in analyzing pupil learning activities in terms of skill development and skill utilization; (2) assist students in planning pupil learning activities which have specific skill focus; (3) assist students in developing specific means of pretesting pupils in terms of skill utilization; (4) assist students in developing specific means for monitoring individual pupil skill development; (5) assist students in developing a theoretical base for guiding instructional decisions; and (6) provide an opportunity for students to develop skill activity banks. Students will be provided with specific completion measures. Three of the measures will be completed in a field setting. Materials will be provided by the instructor. Base information will be the Taxonomy of Educational Objectives. Others: Irving Sigel, "A Teaching Strategy from Some Piagetian Concepts," Rauth Fromanek and Greta Morine, "Categorizing in Young Children: Two Views," and David Hunt, "Learning Styles and Teaching Strategies," and John Mallan, "A Concept of 'Skill': An Approach to Monitoring Experience."

COMPLETION MEASURES:

1. Measures to be demonstrated on campus:

   (1) The student analyzes each of the underlined terms in the following statement: "Skill is a term or label which refers to organized ways of using generalized mental processes in dealing with data/experience.

   (2) The student develops at least five pupil learning activities in which each activity gives prime focus to a specific skill to be developed.

   (3) The student will develop a pupil self-monitoring skill form which is designed to act as a guide in pupil awareness of processes used in processing data/experience.

2. Measures to be demonstrated at Field situation:

   (1) The student observes a pre-school youngster and records the skills being demonstrated as the youngster interacts with data/experience.

   (2) Taking five actual assignments given to pupil the student analyzes all five on the basis of criteria established from the readings.

   (3) Using criteria developed in class, the student will shadow one public school youngster involved in at least three formal learning experiences and will record the skills and skill "levels" being used.

Note: Additional campus and field measures will be used.

Sample modules
For independent
Study (semi)

BEST COPY AVAILABLE

BEST COPY AVAILABLE

BEST COPY AVAILABLE

BEST COPY AVAILABLE

BEST COPY AVAILABLE

BEST COPY AVAILABLE

BEST COPY AVAILABLE

SYRACUSE UNIVERSITY
Elementary Education

BEST COPY AVAILABLE

Sample modules
For (Semi)
Independent study

QUESTIONING

CONCEPTS: This module suggests experiences to develop skill in the construction of questions and the use of question-asking strategies. Emphasis is placed upon deliberate planning of questions and questioning procedures. The continued analysis of one's questioning behavior is encouraged through learning activities designed to help you to practice and analyse your use of question-asking strategies.

Questions and questioning behavior are important for several reasons.

1. Research has shown that the effective use of questions promotes achievement of children in school.

2. The effective use of questions is intimately related to one's skill as a diagnostician. A broad repertoire of questioning skills assists a teacher in the difficult task of determining "where a child is at."

3. Questioning is an integral part of hypothesis formulation, and as such is important to both the classroom teacher and the researcher as they investigate different instructional strategies relative to diagnosing and remediating learning needs of students.

4. Awareness of one's own style and repertoire of question-asking behavior increases awareness of one's self as a teacher, and greater self-awareness is pre-requisite to meaningful change.

COMPETENCY: The participant will use diversified question-asking strategies, employ criteria to guide construction of questions, and analyze his own use of questioning procedures.

CRITERION INDICATORS:

Objective 1:

	YES	NO
Can examine your own teaching or that of another teacher over a period of time and specify at least 4 different outcomes attained by using questioning procedures.	___	___

BEST COPY AVAILABLE

	YES	NO
Objective 2:		
Can identify different types of questions by selecting one of the classification schemes offered in the literature and analyzing a group of questions according to the scheme.	___	___
Objective 3:		
React to the teacher-questioning behaviors listed below:		
(a) Cite some effects on the child and the class as a whole when a teacher directs a question to a certain child giving his name:		
1. prior to the question	___	___
2. immediately after the question	___	___
(b) When a learner is unable to answer the teacher's questions, the teacher may choose to continue questioning that learner or move on to another student. Cite possible outcomes for each course of action when the question is:		
1. repeated or rephrased	___	___
2. directed at more than one pupil	___	___
3. followed by additional questions and verbal prompts	___	___
(c) Sometimes children can answer questions correctly without really knowing the answers:		
1. State a reason for this	___	___
2. State how you can recognize it	___	___
3. What can be done to prevent it	___	___
Objective 4:		
Given a group of questions constructed by you, can demonstrate that they represent different types of questions and can give the basis for deciding on the types used.	___	___
Objective 5.		
Can examine your use of questions by analyzing an audio-tape of a lesson taught by you.	___	___

BEST COPY AVAILABLE

Objective 6:	YES	NO
Can plan and teach lessons incorporating the question-asking strategies listed:		
1. With a pattern of teacher-pupil-teacher-pupil interaction	___	___
2. With a pattern of teacher-pupil-pupil-pupil interaction	___	___
3. Using questions followed by hints or clues when pupils are unable to answer	___	___
4. Using questions that do not give away the answer in the question	___	___

Objective 7:		
Can prepare a lesson plan specifying the questions you plan to ask and analyse the phrasing of your questions according to these criteria:		
1. communicates your intent clearly	___	___
2. appropriate vocabulary load	___	___
3. proposes content relevant to the purpose of the question	___	___

LEARNING ACTIVITIES:

Objectives 1-7:

1. "Developing Question Asking Skills" by Roger Cunningham (pp. 81-130) in Developing Teacher Competencies by James Weigand. Examine the bibliography at the end of the chapter for references which may help you answer your inquiries or expand on an area of interest.

2. Refer to these resources for further references:

   a. Classroom Questions: What Kinds? by Norris M. Sanders. Harper & Row, New York, 1966.

   b. How to Use the Fine Art of Questioning by Phillip Grosser Aldine.

   c. Chapter 9 in Ways of Teaching by Ronald Hyman. Lippincott, 1970.

   d. Chapter 5 in Exemplars for the New Social Studies by Frank Ryan, Prentice-Hall, 197.

Objectives 1-6:

React to the hypotheses stated below by gathering data from your readings and observations which support or refute them, and drawing conclusions

BEST COPY AVAILABLE

of your own.

4. The longer the teacher's questions, the longer will be the student's answers.

2. Yes-No questions have less value than other types of questions for use in the classroom.

3. High order questions lead to high order answers.

4. There is a relationship between a teacher's perception of her role and the kinds of questions she will ask and the kinds of questions and/or answers she will tolerate from students.

Objective 4.7:

Scan texts, workbooks, tests, etc. at different grade levels to compare and contrast questions according to:

1. Type of responses required

2. Vocabulary load

3. Length of question

4. Phrasing of content

5. Concept level need

Objective 3.5.6:

Below are listed strategies for question-asking procedures. Some are seen as more effective than others or more appropriate to given situations. Incorporate each of them into your lessons and analyse how children react to them. You may want to first refer to the literature for a discussion of their advantages and disadvantages to provide you with a basis to analyse your experiences. (See, for example, the Cunningham chapter). Audio-tape the lessons and play back for analysis. Before you actually reach the lessons, you may want to predict how you think the students would react to the procedures. Compare your predictions to the classroom outcomes. Draw some conclusions of your own about each of the procedures in regard to their effectiveness and appropriateness to given situations.

Use questions:

a. directed to the entire class, then calling on one person to answer.

b. directed to one person putting the name in front of the question.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

using different types of questions.

1. Construct questions that are designed to produce pupil responses to questions categorized as requiring low cognitive levels and requiring high cognitive levels. In your analysis of the tapes, compare the levels of your questions with the levels of pupil's answers.

2. Construct examples of narrow (closed) and broad (open) questions and indicate some of the factors which determine which type is most appropriate in a given situation.

3. Analyze your use of questions according to one of the schemes presented in the literature. Use the scheme as a guide to using different types of questions.

Objectives 3,5,6:

As a classroom teacher, your behavior will, to a great extent, set the tone of the climate in the classroom. Use the following questions to stimulate your own thinking on what you would/could do for these aspects of classroom climate.

1. How might you foster questioning behavior in your students?

2. How might you react to someone who asks questions spontaneously?

3. What forces may act to deter a child from expressing his questions?

4. How might you react to a child who answers a questions incorrectly?

Objective 1:

Question-asking procedures are usually associated only with the evaluation of learning. Questioning, however, may also be used to create learning situations, give directions, manage classroom activity, initiate instruction and correct misbehavior. The following activities are suggested to increase your repertoire of uses of questions.

1. Refer to appropriate sections in the readings.

2. Observe classrooms and note when question-asking procedures are employed.

3. Plan questioning procedures with each of the above categories as your objective.

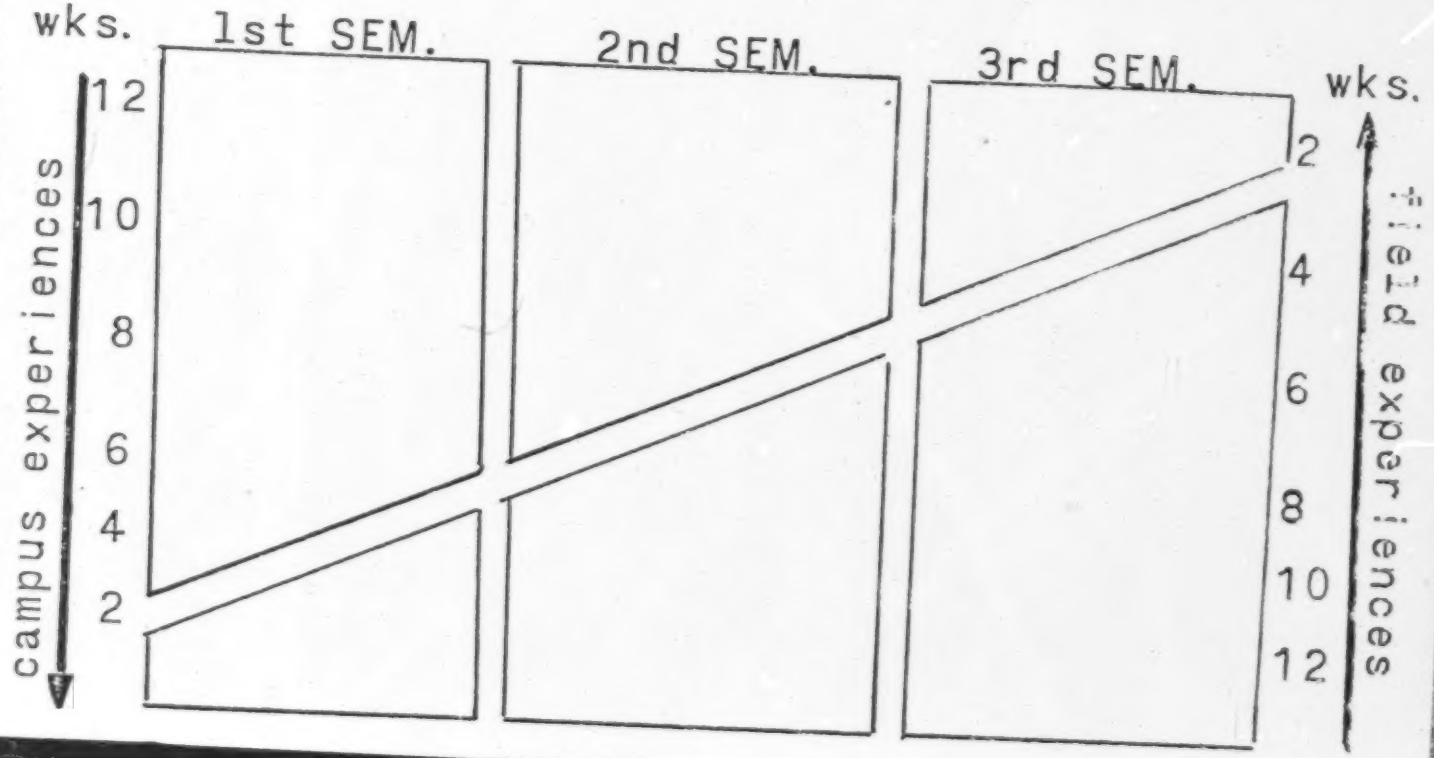
4. Teach the lessons you planned in #3. Form criteria to assess whether you accomplished your objectives.

5. Design learning situations where you use questions to facilitate learning. State your objectives, decide on the type of questions that would be most effective to your purposes, construct the questions employing the criteria for appropriate phrasing, plan your procedures. Audio-tape the lesson to play back for analysis.

BEST COPY AVAILABLE

REDESIGN IS-FIELD-CENTERED

WHILE STUDENTS PROCEED THROUGH THEIR PROGRAMS, THEY HAVE AN INCREASING INVOLVEMENT IN THE TEACHING CENTER AND A DECREASING INVOLVEMENT WITH THE UNIVERSITY CAMPUS.



REDESIGN IS-TEACHER CENTERS

TEACHING CENTERS FACILITATE
THE DEVELOPMENT OF BOTH:

BEST COPY AVAILABLE

PRE-SERVICE PERSONNEL

- individualized clinical experiences
- on-site courses, seminars, courses
- micro teaching
- intensive and extensive experiences
- varied teaching experience and responsibility -- large group, small group, individualized teaching
- personalized career counseling

IN-SERVICE PERSONNEL

- personalized needs assessment
- individualized multi-modal in-service offerings
- released time for creative professional endeavors
- workshops on educational innovation, research, and program development
- on-site courses, mini-courses, workshops and seminars
- independent study options